

CTSN SCITT Recruitment Policy



Document Control	CTSN SCITT Recruitment Policy
Version & Date	Actions / Notes
1.0 November 2025	New revised policy November 2025
Policy Reviewed	November 2025 (currently under review)
Policy Review Frequency	Every 2 years in line with statutory guidance
Next Planned Review	November 2027

Recruitment Policy

1.1 Introduction

CTSN SCITT recognises the importance of a rigorous recruitment process to secure sufficient high-quality applicants to enrol as trainees on our teacher training programme. We are committed to ensuring that the recruitment and selection of trainees is a fair and effective process and meets the high standards expected of safer recruitment *practices*. Each procedure will meet the requirements of the Department of Education (DfE) and Initial Teacher Education (ITE) criteria.

2.1 Commitment to Equality

As CTSN SCITT is fully committed to the principles of the Equality Act 2010, it promotes and practices equal opportunity for all, valuing diversity, and eliminating harassment and discrimination. We aim to be an inclusive organisation which welcomes and treats applicants, staff, and trainees fairly and equally, regardless of age, gender, sexual orientation, disability, race, ethnic origin, or nationality.

3.1 Support Needs

Candidates are asked if they would like to provide information about a special need or disability – this information is only used so appropriate support and adjustment can be made for the interview process and subsequently on the programme if the candidate is successful.

4.1 Data Protection

CTSN SCITT complies with the requirements of the Data Protection Act 1998, and the GDPR 2018, in relation to holding and processing personal data, to selecting, recruiting, training, and assessing trainees, and to the Freedom of Information Act 2000, as detailed in the CAM Academy Trust's Data Protection Policy (click [here](#) for link).

5.1 Safer Practice

Safer practice in recruitment and selection means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. The main elements of the process include:

- a) Verifying the successful applicant's identity
- b) An interview that explores the candidate's suitability to work with children as well as their suitability for the post
- c) Ensuring candidates successful at interview meet a range of safeguarding requirement such as but not limited to a criminal record check (DBS)
- d) Checking their previous employment history and experience
- e) Obtaining and scrutinizing comprehensive information from applicants, and satisfactorily resolving any discrepancies or anomalies
- f) Ensuring that professional references include specific reference to suitability to work with children

- g) The statement: *“The CTSN SCITT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and trainees to share this commitment”* is included on correspondence with candidates.

5.2 Safer Recruitment Training

Every interview panel for a school-based post includes at least one member on the interview panel who has completed Safer Recruitment training. CTSN SCITT has in place arrangements to maintain this process.

5.3 Recruitment of Ex-offenders

CTSN SCITT is committed to ensuring that all trainees are treated fairly and with consideration. The nature of the course allows CTSN SCITT to ask questions about the trainee’s criminal record.

CTSN SCITT complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed during the application and selection procedure. Having a criminal record will not necessarily bar the trainee from our programme. This will depend on the nature of the position and the circumstances and background of their offences.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of a placement on the ITE programme.

6.1 Roles and Responsibilities

The key roles and responsibilities include:

6.2 CTSN SCITT

- a) Review of applications
- b) Feedback to applicants
- c) Recruitment meetings
- d) Document checking
- e) Safer Recruitment procedures and checks as appropriate for non-salaried and salaried trainees and liaise with schools where necessary
- f) Occupational Health checks as appropriate for non-salaried and salaried trainees and liaise with schools where necessary
- g) Member of the interview panel
- h) Quality assurance of the SCITT interviews
- i) Fundamental Skills assessments
- j) Record basic information from applications received for initial application review
- k) Review application according to recruitment criteria

- l) Administration of interviews
- m) Administer applications and distribution of information to interviewing panel
- n) Member of interview panel
- o) Manage correspondence with all applicants
- p) Updates status of application in DfE Manage following review of application or after interview
- q) Maintain a central record of applicant details
- r) Administration of Fundamental Skills assessment

6.3 Representative from Partnership schools

- a) Member of the interview panels
- b) Independent, subject specialist role
- c) Member of panel to review criminal convictions

7.1 The Application Process

CTSN SCITT maintains a fair, consistent and transparent process of selection, and to ensure that it meets the DfE's ITE criteria for entry, CTSN SCITT has developed a rigorous selection process. It will follow this thorough and consistent process that manages the flow of applications efficiently and effectively and is fair to everyone that applies.

7.2 Enquiries

The CTSN SCITT will be responsible for responding to all enquiries which come through via the website, email, and telephone calls. CTSN SCITT aims to respond to enquiries within 48 hours of receiving the initial call/email.

7.3 Selection of Candidates for Interview

a) Review of Application

- I) All applications for primary and secondary ITE programmes delivered by CTSN SCITT will come through DfE Manage. Therefore, applications are dealt with in accordance with their timetables.
- II) Application forms for Early Years Initial Teacher Training (EYITT) ITE programme delivered by CTSN SCITT are requested and submitted/received via email.
- III) When applications are received, at least two members of the CTSN SCITT recruitment team check that the applicants meet or can meet (prior to the start of the course) the DfE and CTSN SCITT's Entry Requirements (See Appendix A), check work history, immigration status if relevant, right to study and/or work, overseas checks, any unexplained gaps in employment history / unpaid experience and referee details. The appropriate Phase Lead has responsibility for making the final decision on applicants.

- IV) The recruitment teams will seek further information prior to interview on any points of concern. If there is any doubt about the suitability of the applicant and their qualifications or experience, then a meeting is held with CTSN SCITT Senior Leadership Team (SLT) to review the application and decide.
- V) The applicant will be rejected if the entry criteria are not met; the applicant is notified of this via DfE Manage along with the reasons for rejection. We offer the applicant the opportunity for further feedback if requested.
- VI) Once shortlisting has been completed, the CTSN SCITT recruitment administrators will invite candidates to interview, and update DfE Manage.
- VII) Shortlisted applications are downloaded and saved in CTSN SCITT records, processed accordingly, and shared with the interview panel.

b) Informing the applicants

- I) CTSN SCITT recruitment administrators liaise directly with applicants via email and keep them updated on their application progress as and when required.
- II) CTSN SCITT aims to inform applicants about the outcome of their applications within 5 working days of receiving their application, unless further information or clarification is required.
- III) Applicants are asked if they have any special arrangements or adjustments that they require for any aspect of the interview process.

7.4 Interview process

A typical interview will:

- a) Last approximately 1 hour.
- b) Be held online, via Teams, unless requested to be face to face.
- c) Require an applicant to show photo ID at the start of the interview to check the correct person is being interviewed.
- d) Include a two-person interview panel with at least one interviewer who is safer recruitment trained. For practical reasons, whether candidates are applying direct to CTSN SCITT and to one of our partners the applicant will only have one interview/selection process. Applicants applying for a salaried route need to be approved by CTSN SCITT and the employing school. The interview will usually include an interviewer from the employing school but not always if the school does not require this.
- e) For secondary, require the applicant to deliver a short 10-minute presentation on a starter activity for students on a topic given to them in the subject they are applying to train to teach. This is prepared in advance.
- f) For secondary, if necessary, include a subject specialist to assess subject knowledge. If they cannot attend the interview, then the presentation provided by the applicant may be recorded and shared with the subject specialist to get an opinion on the applicant's subject knowledge. An additional subject question will also be added and the applicant's response also recorded for the subject specialist's review.
- g) For primary, require the applicant to bring a book of their choice and read a small section of it. They are asked in advance to prepare how they would use the book to stimulate learning in

the classroom. They are also asked to prepare a 5-minute presentation on 'How do children learn best?'.

- h) Cover questions on applicants' previous experiences and interest in education and views on teaching and learning, safeguarding and questions relating to an applicant's requirements whilst on the course.
- i) Interview notes on an applicant's response to each question are recorded on the Interview Record Form. Each answer is graded on a given response between 1-5 for the majority of questions. 1 being a limited answer and 5 being a strong answer. A discussion is held between the interview panel members after the interview has been completed and the Interview Record Form comments and grading is agreed.

7.5 Post Interview

- a) A discussion is had between the interview panel and a decision is made as to whether or not to make a conditional offer of a place on the course should be made to the applicant. The CTSN SCITT Teacher Trainee Specification (see Appendix B) is referenced in the decision-making process. The final Interview Record Form is agreed and signed by both interviewers.
- b) If a conditional offer is to be made, this is recorded and any further/additional requirements either recommended or required are added to this Interview Record. CTSN recruitment administrators submit the conditional offer in DfE Manage.
- c) If the applicant is to be rejected, then reasons for rejection are recorded and are used by recruitment admin to complete the rejection reasons in DfE Manage based on CTSN SCITT recruitment criteria
- d) Applicants who have accepted our conditional offer are asked to upload copies of their qualifications and ID to a secure transfer file.
- e) Recruitment administrators scrutinise the uploaded documents to make sure that they meet CTSN SCITT and DfE recruitment criteria.
- f) Applicants who have accepted our conditional offer are invited to a document checking day in the spring or summer term, where the original qualifications documents and original ID documents are checked and copied by CTSN staff for the purposes of completing a DBS check.
- g) Applicants who have accepted our conditional offer then complete the Fundamental mathematics and English assessments online. If further support is required (RAG status orange or red) their account status is upgraded to receive further mathematics and English support. Those whose RAG status is orange or red must retake the assessment and receive a green RAG status for the fundamental skills assessment before the end of the course. Please note, it is the trainees' responsibility to attain the required standards in fundamental mathematics and English, and they cannot be recommended for QTS until required standards are met.
- h) Applicants who have accepted our conditional offer will be invited to attend an Induction Day, specific to their course phase, in June/July before the start of the course in September.

7.6 References

CTSN SCITT follows national safeguarding policies and can only accept candidate references that contain an official, verifiable, professional email address:

- a) from a current or recent employer, line manager or supervisor,
- b) from a recognised academic institution where the applicant has either studied or volunteered.

Referees should not be family members, partners or friends. CTSN will only accept character references if there is also an academic or professional reference. Both references should also come from a professional email address (not personal). If the candidate accepts our offer and if the references already submitted do not fit these requirements, the administrators will contact the candidate to obtain new references.

8.1 Appeals

Should a rejected applicant feel that there are grounds for appealing the decision, they should write, explaining the grounds for their appeal, to Lisa Fish, Director CTSN SCITT, via email:

LFish@ctsnscitt.org . All appeals should be made within **ten working days** of the relevant decision.

9.1 Complaints

Should an applicant feel that there are grounds for complaints about matters relating to our marketing or admissions process, they should write, explaining the grounds for the complaint to Lisa Fish, Director CTSN SCITT, via email: LFish@ctsnscitt.org .

All appeals and complaints will be processed in the same way as those for existing trainees. Details are available in the CAM Academy Trust Complaints Policy, which is available on the CAM Academy Trust's website.

10.1 Monitoring and Evaluation

CTSN SCITT recognises the importance of continuous self-evaluation and improvement. Therefore, it may:

- Implement QA checks on its interviewers by its CTSN SCITT SLT or members of its partner schools

Data collected through the analysis of trainees' applications and evaluation forms will be used to inform the planned review of the policy and procedures. [NB data will be stored and used in compliance with the CAM Academy Trust Data Protection policy.]

11.1 This policy should be read in conjunction with the CTSN SCITT's:

- CAM Academy Trust Complaints Policy
- CAM Academy Trust Data Protection Policy
- CAM Academy Trust Equality Information and Objectives Policy
- CAM Academy Trust Child Protection and Safeguarding Policy
- CTSN SCITT Privacy Notice

Appendix A: CTSN SCITT Entry Criteria

- 1) UK Undergraduate Degree
 - i. For Primary and Secondary routes this is usually a minimum of a 2.2 Honours Degree or above, or overseas equivalent confirmed by UK ENIC*.
 - ii. For Secondary CTSN SCITT courses, at least 50% of your degree should be directly relevant to the subject you would like to train to teach. However, applicants who have a relevant degree in a non-related subject but have significant work experience relevant to the subject they would like to train to teach, may also be considered. In such cases a subject knowledge enhancement course** may be added to the conditional offer.
 - iii. For Early Years Graduate Employment course (0-5 years), this is usually a minimum 300 HE credits of which 60 must be at level 6 of the Regulated Qualifications Framework (RQF).
- 2) For all courses, grade 4/C or higher is required in GCSE English and mathematics, or equivalent. *
- 3) Additionally, for Primary and Early Years (0-5 years) courses, grade 4/C or higher in a GCSE science subject, or equivalent. *
- 4) If English is not the applicant's first language, CTSN SCITT may require the applicant to take the IELTS Academic Test and obtain an overall score of 6.5 or higher as a condition of the offer.
- 5) Completion of Occupational Health check confirming the applicant's 'fitness to train to teach'.
- 6) Satisfactory completion of all necessary safeguarding checks including Enhanced DBS.

* UK ENIC Statement of Comparability is required for overseas degrees and overseas equivalent GCSE qualifications. You can check your overseas qualifications on the UK ENIC website.

**Subject enhancement courses are available for some secondary subjects. If the applicant's degree subject does not link directly to their chosen teaching subject, CTSN SCITT subject-specialist staff will investigate the suitability of the applicant to complete a subject knowledge enhancement (SKE) course before they begin training.

If applicants are not sure about eligibility, they are invited to contact us to arrange a telephone conversation to discuss their circumstances.

Trainee Teacher Specification

Qualifications

- You will have achieved a standard equivalent to a grade 4 GCSE in English and mathematics. If you intend to train to teach pupils aged 3-11, you will have achieved a standard equivalent to a grade 4 GCSE in a science subject.
- You will hold a first degree with Honours, Lower Second Class 2.2 or above from a United Kingdom higher education institution or equivalent qualification.
- If English is not your first language, please provide an IELTS Academic test certificate confirming your results (with required overall grade 6.5 or above). Please note that the IELTS Academic Test result is valid for 2 years from the date displayed on the certificate.

Health and Physical Capacity

You will have the health and physical capacity to teach without constituting a risk to pupils' health, safety or well-being. This includes:

- the ability to communicate professionally, clearly and effectively with pupils, colleagues and individuals holding parental responsibility;
- exercising sound judgement, vigilance and insight;
- the ability to remain vigilant and attentive at all times while supervising, assisting and supporting pupils and/or working in hazardous situations;
- the ability to respond to pupils' needs in a timely and effective manner;
- the ability to manage classes/groups of pupils;
- planning and preparing lessons and learning sequences for pupils;
- delivering lessons and learning sequences;
- assessing pupils' development, progress and attainment;
- reporting on pupils' development progress and attainment.

Suitability

- You will be subject to appropriate pre-selection or pre-employment checks. These will include, but are not limited to, an enhanced Disclosure and Barring Service (DBS) criminal records check and a children's barred list.
- Fee-paying trainees will be expected to undertake a pre-training health questionnaire according to the standard practice of the sector. Salaried trainees will be expected to undertake a pre-employment health questionnaire according to the employer's standard practice.
- Reasonable adjustments will be made where necessary to support trainees with disabilities in meeting the role description, person specification, and functional capacity with reasonable adjustment(s).

Personal Characteristics

You will:

- need to be flexible, motivated and resilient, with the stamina to thrive in a demanding school environment;

- have consistently high standards of personal and professional conduct;
- maintain high standards in ethics and behaviour both within and outside school;
- uphold public trust in the profession;
- be able to attend work and carry out tasks punctually, regularly, and consistently.
- have an easily recognisable yet realistic enthusiasm for working with children and young people, treating them with dignity, being able to build relationships rooted in mutual respect, whilst at all times observing proper boundaries appropriate to your professional position;
- be tolerant and respectful of others' actions and beliefs, upholding fundamental British values, such as democracy, the rule of law, individual liberty and mutual respect;
- have the resilience to cope effectively with stressful situations and the energy and stamina to thrive in a challenging environment.

The Teachers' Standards in full can be found [here](#).

Role of a trainee teacher

Acting within the statutory frameworks which set out a teacher's professional duties and responsibilities, you will:

- Act at all times in accordance with the statutory frameworks which apply to teachers, having proper and professional regard for the ethos, policies, and practices of the school/setting in which they teach, and maintain high standards of personal attendance and punctuality.
- Ensure that all relevant CTSN SCITT policies and procedures are read, followed, and adhered to. Seek out and have discussions with all necessary personnel relating to these within the school/setting as required.
- Recognise the need and act accordingly to safeguard pupils, in accordance with statutory provisions.
- Be tolerant of and show respect for the rights of others, including those with different faiths and beliefs.
- Establish high expectations that inspire, motivate, and challenge pupils by creating a safe and stimulating environment rooted in mutual respect and setting goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.
- Demonstrate good subject and curriculum knowledge, with a secure understanding of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English:
- Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice, reflecting on this impact.
- Promote the value of scholarship and a love of learning by stimulating children's intellectual curiosity and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils;
- Plan and deliver well-structured lessons that meet the diverse needs of all pupils, including those with special educational needs, disabilities, or English as an additional language. Use effective teaching strategies that promote understanding and engagement, adapting your approach to suit pupils' physical, social, and intellectual stages of development.

- Reflect systematically on the effectiveness of learning and development and approaches to teaching, contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
- Set extended learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring.
- Actively work towards demonstrating progress to the CTSN ITE curriculum assessment indicators, including planning, delivery and reflection, completion of tasks and engagement in review processes.
- Promote and be accountable for good pupil progress, attainment and outcomes;
- Use relevant data, observations and assessments to monitor pupil progress, set appropriate targets, and plan subsequent lessons; provide pupils with regular and timely feedback, both orally and through accurate marking, encouraging pupils to respond to the feedback they receive; reflect on the progress they have made and their subsequent emerging needs.
- Make accurate and productive use of assessment within relevant subject and curriculum areas, becoming confident in the application of statutory assessment requirements and the use of formative and summative assessment to secure pupils' progress.
- Manage behaviour effectively to ensure a positive and safe learning environment; establishing a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Use behaviour management techniques which are appropriate to pupils' needs to involve and motivate them; exercise appropriate authority and act decisively when necessary whilst maintaining good relationships with pupils.
- Promote good and courteous behaviour both in classrooms and around the school following the school's behaviour policy.
- Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues.
- Communicate effectively with individuals holding parental responsibility concerning pupils' achievements and well-being.
- Seek, receive and act upon advice and feedback from your mentors, staff at CTSN SCITT and other expert colleagues.
- Take responsibility for their professional behaviour and learning; negotiate opportunities for professional development, use initiative, offer skills and expertise